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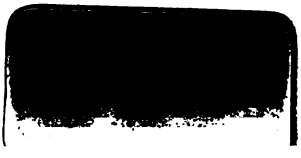

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WORD BY WORD.

AN

ILLUSTRATED PRIMARY SPELLING-BOOK

FOR SHOWING THE STRUCTURE OF ENGLISH WORDS
AND TRAINING THE VOCAL ORGANS
TO CLEAR ENUNCIATION.

BY

J. H. STICKNEY,

AUTHOR OF "STICKNEY'S READING SERIES," ECT

BOSTON, U.S.A.:
PUBLISHED BY GINN & COMPANY.
1898.

Educ T 758.98.500

THE ALPHABET.

A	a	B	b	C	c
D	d	E	e	F	f
G	g	H	h	I	i
J	j	K	k	L	l
M	m	N	n	O	o
P	p	Q	q	R	r
S	s	T	t	U	u
V	v	W	w	X	x
Y	y	Z	z	&	&

FIGURES.

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PREFACE.

THE action of the mind in learning to read and spell has been of late years a favorite study of educators. Theories have been advanced and experiments made which, though disastrous in certain lines, have been on the whole of great value.

Reading has undoubtedly gained both fluency and expression; loss falling, if anywhere, on the strength of *im*pression — a fault not wholly chargeable to the school. But in many quarters a generation of bad spellers are testifying to failure somewhere, and the most zealous advocates of *incidental spelling* recognize the need of specializing the work at that stage in a child's life when forms and images are most readily fixed.

The perception of words required for *reading* is only such as secures against the mistaking of one word for another. Oral and written spelling call for much greater accuracy of impression. One may know a house from a barn or a shop, yet be unable to picture the details of construction in either. As reading does not require, it has no call to provide, the mental habit and training implied in word-reproduction; yet this latter need is as great as the former, and the teaching of spelling has from hencefort has sure a tenure as that of reading and arithmetic.

Since the agitation of the subject came through educators from whom have been derived some of the best fruits of educational progress, it will be useful to look closely into the grounds upon which the work of the spelling-book was first banished and is now being restored to the schools.

It may be too soon to formulate these, but it will appear that it is not in all respects the old-time books or methods that are restored to favor. Good has come from the agitation, and

the long columns of meaningless combinations will no longer bar the child's interest in acquiring new power in the use of language.

It would be strange indeed if, as incidental teaching implies, the vast multitude of word-forms in our language were the only items of study in the acquisition of which *classification* bore no useful part; on the other hand, it would be equally strange if so many symbols of ideas which must be grasped and held as helps in knowledge were better studied with little or no reference to their *thought-relations.* It cannot be in the line of error to provide for the inherent duality of the subject a corresponding duality of method, and it is upon this idea that the following lessons have been devised and most carefully graded.

Another item may be noted in this general announcement. We are growing in the conviction that education has its best results in orderly habits of mind, so that a wise plan followed even to tediousness may be better than a hundred shifting appliances. It is the neophyte who flits from school to school, picking from ingenious teachers the prettinesses of individual genius.

This will explain the absence from the body of the book of many diverting varieties of lessons and pleasing little plays with words which, if time in the schools or space in books allowed, might be a desirable feature. That these have their place is evident, but they belong rather to school administration than to a stereotyped plan.

As in the series of readers to which the two grades of "Word by Word" are adjuncts, the method has been sought which required least time and effort for an assured result.

We believe the book will as nearly *go of itself* as can be expected of any text-book, and with this confidence we commend it to the favor of fellow-teachers.

The typography needs no higher praise than the name of the firm who have done the work, — J. S. Cushing & Co.

METHOD.

I. The line of work introduced as Picture and Story, and continued by Quotations and Groups of related words, deals with words as signs and instruments of thought. Sentences fall apart as it were for the handling of the individual words.

An appropriate line of elementary study would put them together again; *e.g.*, the teacher stands at the board or sits at her desk and lets the children tell her the letters in order, for writing, the exercise being as nearly as possible like the requirements of spelling in actual life. A pretty ruse is enacted when the pupils themselves *pretend to write*, saying the letters in order, in anticipation of the time when they can actually write them. Two exercises may be united by letting the slide-and-slant of the writing stand for a letter, the teacher giving the words and watching the processes of spelling and writing.

II. The foregoing exercises lead to the study of Sentence-Spelling, a feature of great utility when properly used. It is often the most common words whose misspelling disfigures a written page. By the frequent spelling of whole sentences a rapid habit of thinking is induced which makes time for the small words, and is the exact counterpart of the mental habit in writing. The pupil is brought sooner by this than any other device to the stage when the mind may lose the consciousness of *letters* and writes *words*.

A further benefit of Sentence-Spelling is secured in the greater ease with which the syllables of long words are held by the mind in succession for spelling. While not practicable for all recitations, the best results will follow so much use of this plan as makes it a natural habit of mind.

III. Early training in Writing is made effective by a close subdivision of the steps, so as to meet difficulties singly.

The first of these is the *grasp of the pen.* Make a correct habit by allowing no other. Daily training in exercising the hand in the air, or above the paper or slate, with the wrist flat and free, will prepare the pupil to add one by one the succeeding points. When the first step has been made familiar, add to it the second — the *support of the hand* by the arm and finger rests, writing as it were with the third and fourth fingers. The third step unites three points which should become well established before any trace is made on slate or paper. This *exercises the thumb and working fingers* vigorously in slides and slants while the hand is held and guided as above. If this preliminary work is faithfully followed out, the later steps will be made comparatively easy, but most teachers pass from it too soon to retain its best results.

IV. Knowledge of the Powers of Letters should as far as possible relieve the memory in the acquisition of regularly formed words. It is intended in the dual plan of this book to make the form-classification show how, as a rule, English words are made — the anomalies being understood to be, what they really are, exceptional forms. To this end, study, recitations, and tests should be conducted with a view to embracing in a group or class words which follow a type in all but a single particular. Instead of studying these by letter, it will be found better to do so by sound, the letter being named when, as in the uses of *c* and *s*, there might be a confusion or doubt. In place of the usual oral spelling, recitation might profitably consist in recalling as many as possible of the words which compose the class.

V. It may be thought a departure from the work of spelling to provide a plan for the *strengthening of the memory* but the use of words related on their thought-side rather than their form affords material so exceptionally good for memory-training that the suggestion is submitted to teachers with the

most earnest recommendation of its value. It should never be made compulsory; but if voluntary, will be met with enthusiasm by a majority of pupils. The words should be distinctly understood, and any which in a given grouping lie outside a child's experience should be allowed to drop out. Reference to the words associated with a clock, Lesson 58, page 39, will illustrate this idea.

A few other points, given for the sake of brevity in specific directions, may help teachers in whose experience they have not yet been brought to sufficient prominence.

1. Cultivate rapidity in mental action. What is to be merely observed may be taken at a glance, and spelling derives no gain from *pondering*.

2. Remember that oral spelling has little if any natural place outside the school-room; therefore, as soon as practicable, let lessons be conducted in writing, or at any rate associated with it.

3. Do not allow pupils to spell a word until they know how, except it be a regularly formed word so that there is no danger of its being misspelled. Every error does positive injury in doing its utmost to create insecurity in remembrance.

4. As definition is a secondary matter, do not make words the subjects of disquisitions. Time is often wasted in this way that seems from a surface view to be well used. It is better for the teacher to use the word in question in a natural way *quickly*, than to draw its use *slowly* from one of the pupils, when such an exercise diverts attention from the work in hand.

5. Be careful to secure a sprightly voice. Drawling and monotone are diseases incident to oral spelling, and are in danger of becoming both contagious and chronic.

DIACRITICAL MARKINGS.

[Macron.]		[Breve.]		[Dots.]	
ā	*in* āte.	ă	*in* ăt.	ä	*in* ärm.
ē	" ēve.	ĕ	" ĕbb.	ȧ	" ȧsk.
ī	" īce.	ĭ	" ĭll.	ạ	" ạll.
ō	" ōld.	ŏ	" ŏf.	ạ	" whạt.
ū	" ūse.	ŭ	" ŭs.	ọ	" mọve.

[Dots.]		[Circumflex.]		[Wave.]	
ọ	*in* wọlf.	â	*in* câre.	ẽ	*in* hẽr.
ȯ	" cȯme.	ê	" thêre.	ĩ	" sĩr.
ụ	" pụt.	ô	" fôr.	ũ	" bũr.
ụ	" rụde	û	" fûr.	ỹ	" mỹrrh.

o͞o	*in* mo͞on.	y͞	*in* by͞.	e͟	*in* ne͟igh.
o͝o	" co͝ok.	y͝	" baby͝.	ï	" machïne.

ġ	*in* ġem.	e	*in* eap.	n̲	*in* in̲k.
s̲	" was̲.	eh	" ehord.	x̲	" ex̲ert.
ç	" çent.	ch̲	" mach̲ine.	th	" thine.

wh *is like* hw, *as in* whoa.
qu " kw, " quick.

WORD BY WORD.

PART ONE. PRIMARY.

SECTION I.

INTRODUCTION: Older people know that little boys and girls often make very bad work of Spelling.

If each of you should write a letter, there would be more mistakes than there are children, I fear; that is, if you wrote just such things as you say when you talk. I have made this book to help you in learning to spell, write, and do some other things with words.

It may be that you will know the most of the words in the first lessons. But go on; you will soon find hard work.

THE AUTHOR.

1. STORY WORDS. — A PICTURE.

boy
dog
rug
the
see
they

a sleep are is on cap

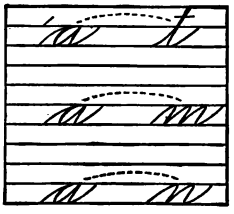
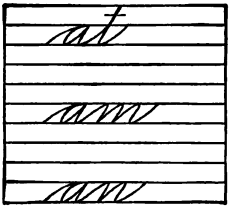
2. THE STORY. — A NAP. §

This boy is Ned.
The dog is Frisk.
They are asleep on a rug.
Which will wake first?
I think Frisk will.

this first
Frisk will
wake which
Ned think

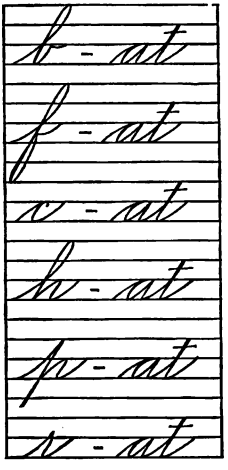
Note. — A line of **method** in teaching is suggested on pages **5** and **6**. In future lessons this mark § will indicate reference to it.

3. SOUNDS AND LETTERS.

Sound.	Spell.	Write.
	at am an	

Where is Anna? *At* school.
What has she for lunch? *An* apple.
You are very pale. *Am* I?

4. SOUND, SPELL, AND WRITE. §

m⁀an		b⁀ad
f⁀an		l⁀ad
c⁀an		m⁀ad
p⁀an		s⁀ad
r⁀an		b⁀ag
t⁀an		r⁀ag

cap ham nap rap

5. STORY WORDS.—BABY BYE.

Baby Bye,
Here's a fly,
Let us watch him,
You and I;
How he crawls
Up the walls,
Yet he never falls.

ba by	fly
watch	you
crawls,	him
walls	how
nev er	yet
falls	and

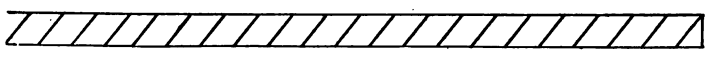
6. THE ALPHABET SONG.

Music. "Refreshed by Gentle Slumbers," or any familiar tune in short meter.

A B C D E F G,
H I J K L M;
N O P Q R S T,
U V W X Y Z.

STEPS IN WRITING. §

Position and Motion of the Hand.



Support and guide the hand by the tips of the third and fourth fingers. The wrist should not be allowed to rest upon the desk, and so cramp the hand.

Hold the pencil between the thumb and *second* finger.

7. STORY WORDS.—THE TENT.

tent	have
bow	has
ar row	of
camp	one
stool	each
fine	time

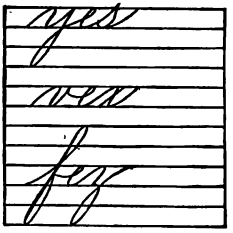
John and Fred have a tent. Each of them has a bow and arrow. The one on the camp-stool is Fred. The other is John. They will have a fine time.

John Fred other them

8. SOUNDS AND LETTERS.

bed		get
fed		wet
leg		net

den keg men



ten beg hen

Do not vex my pet.
A fez is a kind of cap.

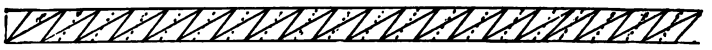
9. STORY WORDS.—THE FLY.

Spots of red
Dot his head;
Rainbows on his back are spread.
That small speck
Is his neck;
See him nod and beck.

spots dot
head that
spread back
small neck
speck beck
rainbows nod

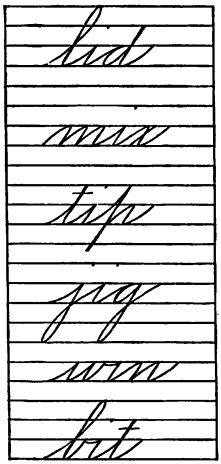
STEPS IN WRITING.

Slides and Slants.



Carry the pencil lightly in slides or connecting lines, and use more strength in the slants. Note where the slide is to carry you before beginning it. Make all slides alike, and all slants alike.

10. SOUNDS AND LETTERS.

big		bid
dig		did
fig		tin
pig		bib
wig		kid
hit		lid

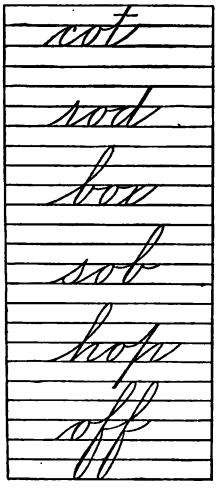
11. STORY WORDS.—THE FLY'S SHOES.

tell	where
look	find
shoes	pairs
three	wears
choose	always
these	made

I can tell you,
If you choose,
Where to look to
find his shoes.
Three small pairs,
Made of hairs,
These he always
wears.

My shoes are made of kid.

12. SOUNDS AND LETTERS.

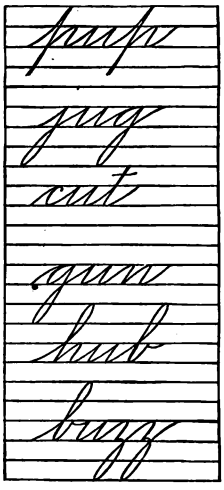
hot		ox
not		fox
cot		rod
rob		sod
pop		cod
fog		bog

13. STORY WORDS.—FLIES TALKING.

Tongues to talk have you and I:
God has given the little fly
No such things, so he sings
With his buzzing wings.

tongue	no	God	with
tongues	so	talk	sings
given	to	such	wings
lit tle	he	buzz ing	things

14. SOUNDS AND LETTERS.

cub		cup
rug		bug
tub		mug
run		fun
fun		nut
but		hut

15. PICTURE WORDS.

pond	brook	river
boat	seats	sail
wa ter	oars	bow

16. STORY WORDS.—BOATING.

Harry is taking his sister out in his boat.

Mary sits in the stern.

"You should learn to row, Mary; then you could sit with me."

"Why can't I sit there if I do not row?"

"I have to use both oars. You would be in the way."

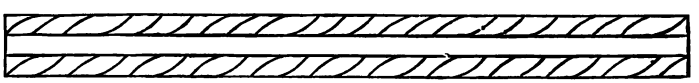
"I would like to learn, but I will not begin to-day."

Harry	out
tak ing	why
sis ter	row
Mary	use
be gin	both
stern	then
there	like
sits	with
to day	can't

should would could learn

STEPS IN WRITING.

The Over and Under Curve in Small Letters.



Note. — These curves enter into all the small letters. Make them both forward and backward with the proper slant.

Study script letters to describe them: thus *i* has the under or right curve, the straight slant and the under curve.

17. VOWELS AND CONSONANTS.

Five Vowels: a e i o u

Twenty-one Consonants:

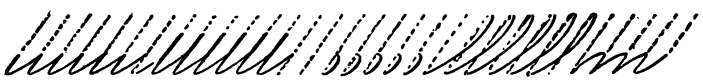
b	c	d	f	g	h	j
k	l	m	n	p	q	r
s	t	v	w	x	y	z

18. TEST WORDS.

sad	wed	hog	gum
sex	wit	top	tax
sun	rut	got	rug
sit	leg	tan	bog
rut	fuzz	fin	fen
Ned	Sam	Tom	Nat

STEPS IN WRITING.

Height of Letters.



Letters are either one, two, or three spaces in height above the line on which they rest; that is, the *base line.*

19. WHAT A FACE HAS.

This little girl is named Lu. Has she not a bright, pleasant face?

Let us study a face to find what parts it may have. Then we will spell the words.

eyes	nose	fore head
chin	cheeks	ears
eye brows	mouth	curls
eye lids	hair	bangs

20. STORY WORDS.—LU.

parts	girl	pleas ant
bright	face	stud y
spell	what	words
find	then	named

21. LETTERS DOUBLED.

tall	tell	fill	doll
call	well	mill	loll
fall	fell	will	pull
hall	sell	hill	full

kill dull wall
fell Nell roll

22. A MEMORY LESSON.

task
once
begun
done

If a task is once begun,
Never leave it till it's done;
Be the labor great or small,
Do it well or not at all.

labor great leave it's never

your
hard
a gain
bring
re ward

If you find your task is hard,
Try, try again;
Time will bring you your reward,
Try, try again.

23. GARDENING.

tools
rake
sods
grass
weeds
stones
fork

earth
loam
sand
shov el
spade
trow el
grav el

24. STORY WORDS.—THE GARDENERS.

Who are these children?

The girl is Ellen Gale. The boy is her cousin, Charlie Blake.

Ellen is taking care of her flowers. See! she has tulips in blossom.

chil dren care
Ellen Gale
Charlie Blake
flow ers who
blos som tulips
cous in her

25. DOUBLE LETTERS.

cuff	kiss	toss	pass
muff	miss	moss	mass
puff	hiss	loss	lass
ruff	buzz	fuss	fuzz

hear	goose	Hear the goose hiss.
dove	your	The dove has a ruff.
please	goes	Put on your cuffs.
en gine	put	Please let me pass.
		Do not fuss, little lass.
		The engine goes puff, puff.

26. SHORT AND LONG SOUNDS.

a in *wake*, *make*, and *gale* is LONG. ā

a in *hat*, *has*, and *crack* is SHORT. ă

e is SHORT in *met* and LONG in *me*.

i is SHORT in *fin* and LONG in *fine*.

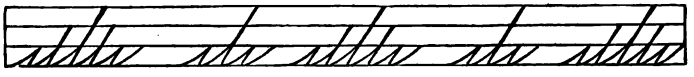
o is SHORT in *rod* and LONG in *rode*.

27. VOWELS DOUBLED.

feet	need	feel	seek
beet	seed	heel	deed
meet	feed	keel	peep
seem	weep	deep	beef
bees	deer	peel	keep

STEPS IN WRITING.

Spaces in Height and Width.



28. VOWELS DOUBLED.

cool	coon	boor	boot
pool	moon	moor	hoot
tool	soon	poor	root
book	took	hood	hoof
cook	loom	hoop	roof

Has Harry's boat a keel?
I once had a pet coon.
This is a deep pool.

29. SHORT AND LONG SOUNDS.

at	mat	hat	fat	pat
ate	mate	hate	fate	pate
mad	cap	pan	tap	rat
made	cape	pane	tape	rate
din	bit	hid	fin	pin
dine	bite	hide	fine	pine
not	rot	cot	rod	hop
note	rote	cote	rode	hope
cut	tub	cub	tun	us
cute	tube	cube	tune	use

Silent letters are seen but not heard.

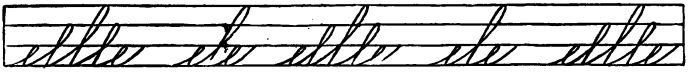
STEPS IN WRITING.

29. MIXED WORDS.

bee	too	buff	moo
loop	heed	full	soot
heed	nook	purr	seer
hook	loon	fee	beer

STEPS IN WRITING.

Loop Letters: One, Two, and Three Spaces.



30. STORY WORDS.—THE NUT GATHERERS.

They are neither birds nor squirrels;
They are only boys and girls,—
And they laugh and talk and chatter
As they search.
Seven little boys and girls
Gathering nuts.

they
sev en

nei ther	on ly	laugh	give
squir rels	talk	search	nor
chat ter	birds	gath er ing	

31. LONG VOWEL SOUNDS.

(*With final e.*)

gate	late	date	dame
game	name	same	Kate
babe	safe	lade	fame
take	make	bake	wade
pale	male	bale	cake
fade	rake	gale	sale

32. STORY WORDS.

flag
drum
fife
horn
flute
gun
sword
march

cap tain com pany sol diers

33. LONG *I* AND SILENT *E*.

dine	wide	vine	life
dike	hide	mine	wife
dime	side	fine	fire
dice	ride	line	wire
dive	tide	nine	hive

34. LONG *O* AND SILENT *E*.

rode	bone	rose	yoke
rope	tone	note	more
pole	cone	rote	tore
sole	robe	hope	sore
mole	nose	mope	rove
hole	hose	mote	bore

35. LONG *U* AND SILENT *E*.

cube	rude	cure	use
cute	rule	pure	fuse
tube	mule	sure	muse
huge	June	mute	tune
yule	jute	fume	hue

VOCAL TRAINING.

FOR GOOD PRONUNCIATION.

36.—I. *D* AND *T*.

Pronounce distinctly: day, date, dame, dale, daze; deem, deep, deed; dine, dive, died, dike; dare, dawn, dole, don't; do, doom, dupe; aid, said, led, wed; bad, had, lad, odd, sod, rod, bud, mud, ode, load, side, ride. Dado, dedicate, detriment.

Tan, tap, tall, take; taint, teeth, team, taut, tide, toad, tire; toss, top, totter, tidbit, ditto, doctor, tidy, dental.

37.—II. *B* AND *P*.

Bale, bay, babe; beam, beet, beak; bind, bide, bite, boil; bit, big, bid, bib, bill, cab, ebb, web, barb, herb, curb, disturb, barber, bidden, bitter, bobbin, cubeb.

Pay, pail, peach, peep, part, park, pill, pile, pine, pinch, pull; purr, pup, papa, paper; pepper, pebble, Beppo, pedal, public, rubber.

38.—III. *F* AND *V*.

Fife, wife, life, strife, five; knife, knives, life, lives, roof, roofs, leaf, leaves, half, halves.

Vine, vane, vend, view, loves, doves, move, moved, roved, carved. Velvet, vivid, vivify, Vivian.

39.—*G* AND *K*.

Gay, get, go, guard, girl, gong, gown, big, snug, beggar, legging, boggy, rugged, aggregate, maggot.

Kate, care, call, cool, cook, cake, catkin, cuckoo, cactus, cocoon, kicking, rick-rack, character.

40.—*J* AND *CH*.

Gin, gill, jug, George, judge, huge, badge, cage, oblige, carriage, aged, adage, agile.

Chat, cheese, each, watch, couch, bench, ostrich, church, chow-chow, Gretchen, Mitchell, chicken.

[See Lesson 56, p. 38.]

41.—*S* AND *Z*.

Cease, peace, see-saw, loose, sister, secession, recess, blessed, cessation, sustenance, excessive, sassafras.

Zest, zeal, easy, is, was, skies, size, preserves.

42.—*M* AND *N*.

Man, mane, moan, moon, muse, manner, money, men, maim, mimic, mammon, mummery, mouth.

None, nine, name, annoy, Anno Domini, nominate, minimum, nunnery, conundrum, anodyne, nominal.

Note. — For special training in vowels see p. 8.

SELECTED WORDS FROM PREVIOUS LESSONS.

a sleep	tak ing	girls	laugh
ar row	la bor	learn	shoes
al ways	tu lips	dove	watch
blos som	chil dren	earth	choose
cous in	grav el	once	brook
flow ers	squir rel	stern	wear
grav el	search	great	could
eye lids	crawls	three	mouth
shov el	spread	la bor	leave
trow el	should	giv en	pairs
rain bows	small	these	each
en gine	head	cheeks	such
pleas ant	nev er	both	seats
stu dy	tongue	where	done
fore head	sis ter	things	oth er
nei ther	please	riv er	stool
buz zing	sev en	chat ter	goes

Note. — Use each word in an appropriate sentence.

FOR SENTENCE SPELLING. §

An Occasional Exercise.

1. Which bow is yours? This one.
2. How far can you shoot?
3. From here to the barn.
4. What does beck mean?
5. I think it means beckon.
6. How many seats has the boat?
7. Are Harry and Mary on a pond?
8. I do not know. It may be a river.
9. Would you like to row?
10. I should have to learn.
11. Hear the squirrels chatter.
12. Can you play the flute?
13. Where is your sword?
14. Who is captain of the company?
15. The soldiers are all here.
16. We will march at once.

SECTION II.

43. THE ALPHABET IN WORDS.

Ate	Few	Key	Pie	Use
Buy	Gone	Laid	Quick	View
Cent	Hear	Mean	Roll	Were
Does	Inch	New	Sea	Young
Eat	Joke	Oar	Twice	Zeal

The letter *X* is missing. Use each of these words in speaking. Thus: —

I *ate* a bun. Where did you *buy* it?
It cost a *cent*. I could *eat* an apple.

44. TWO SYLLABLES.

bid'den	sat'in	rob'in
tin man	ram rod	cob web
nap kin	bit ten	can not
sun set	pip pin	foot ball
mad am	pup pet	son net
can did	cab in	cut lass

Here are eighteen words. See if you can find a way to make them thirty-six. Use each of these words.

45. USES OF Y.

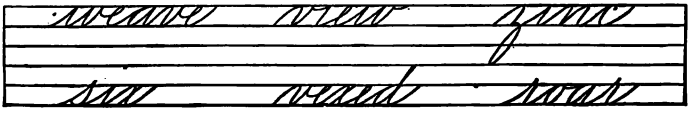
day	may	say	pay	jay	ray	spy
by	my	thy	try	shy	sly	try
why	dry	sky	fly	cry	bye	eye
joy	toy	boy	coy	buy	dye	guy

46.

ba by	wind y	fun ny	hap py
la dy	sun ny	pret ty	mer ry
shad y	jel ly	glos sy	pup py
sil ly	ug ly	ti dy	du ty
gra vy	la zy	sto ry	ar my

47.

yard	yawn	yeast	yoke
yarn	yelp	yelk	young
yawl	year	yolk	youth
yell	your	yule	yacht



48. MEMORY LESSON.

lov ing
heart
will ing
sweet
child
gen tle
voice
eve ry

A little child may have
a loving heart,
Most dear and sweet, and
willing feet.

A little child may have
a gentle voice
And pleasant tongue for
every one.

49. WORDS LIKE *LOVING*.

(*Silent e dropped.*)

hid ing
bak ing
fad ing
rak ing
com ing
rid ing
rov ing
hav ing

tak ing
mak ing
giv ing
vot ing
us ing
rul ing
din ing
liv ing

50. SOUND OF *NG*.

bang	song	hang	rung
long	sung	hung	lung
wing	king	young	pung
sing	ring	thing	cling

go ing see ing sing ing
ring ing buy ing cry ing

O'er the brown meadow they
danced and flew,
Singing the sweet little songs
they knew.

flew
brown
mead ow

danced sweet knew o'er

51. SOUND OF *NK*.

ink	rank	wink	junk
bank	pink	zinc	rink
tank	mink	thank	chink
sank	sink	think	shank

Pronounce: tingle, tinkle; sinking, singing; bangs, banks; sack, sang, sank.

52. THE SOUNDS OF *TH*.

that	thin	these	thaw
there	think	they	third
thus	then	thee	thong
thorn	those	thou	thine

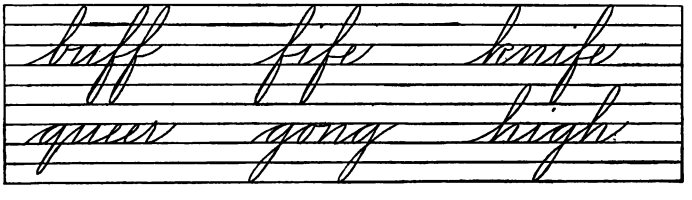
53.

with	Smith	both	Ruth
Beth	cloth	bath	moth

oth er	fath er	rath er
moth er	broth er	both er

54. THE HARD SOUND OF *G*.

game	gaze	gun	gold	gait
gale	gas	get	gong	gulf
gate	gap	give	gown	girl
gave	gay	gild	goat	gum



55. THE SOUND OF *SH*.

shoo!	shall	hush	ash
ship	shop	wish	wash
shot	show	shad	rush	bush
shun	shoot	rash	dish	dash

56. THE SOUND OF *CH*.

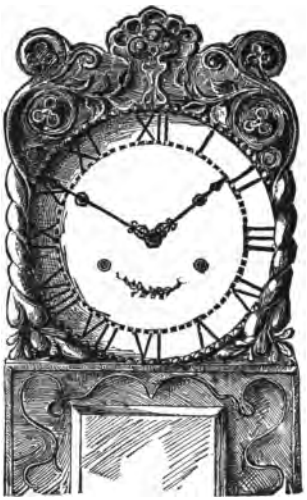
chaff	chip	chill	choose
chest	chop	cheek	chat
chin	chub	cheer	chase
much	rich	inch	lunch
such	which	bench	pinch
bunch	stitch	quench	fetch

57. THE SOFT SOUND OF *G*.

gem	edge	large	dodge
gin	wedge	charge	lodge
gill	hedge	barge	age
germ	ledge	strange	cage

58. THE CLOCK.

face
hands
days
hours
weeks
wind
key
months
years



clock
watch
sec onds
min utes
six ty
twen ty
hun dred
mo ment
o bey

59. A GOOD TIME TABLE.

Sixty seconds make a minute,
How much good can I do in it?
Sixty minutes make an hour,
All the good that's in my power.
Twenty hours and four, a day,
Time for work, and sleep, and play.
Days three hundred and sixty-five,
Make a year, in which to strive
Every moment, hour, and day,
My dear Master to obey.

60. SINGLE AND DOUBLE INITIALS.

Sound and Spell.

lame	lap	low	lag
blame	clap	blow	flag
rag	rap	ray	row
drag	trap	pray	crow
ring	rock	rust	wine
bring	frock	crust	twine
late	take	pin	light
plate	stake	spin	flight

61. DOUBLE AND TRIPLE INITIALS.

trap	pray	tripe	tray
strap	spray	stripe	stray
plash	rill	rink	row
splash	thrill	shrink	throw

Pronounce distinctly after the teacher: —

62. DOUBLE INITIALS.—*BL.*

black	blame	blink	bloom
blue	bleed	bless	blur
blind	bled	block	blood
blast	blaze	blouse	blot

63.—*BR.*

brag	bring	brow	brick
bran	breed	broom	broth
broil	breath	brave	brass
brush	brute	broke	brook

64.—*CL.*

clam	club	crow	creep
clap	clove	cross	crept
cluck	cling	crash	crib
clock	climb	crack	croak

65. WORD ENDINGS.

ta ble	an kle	bu gle	tri fle	fa ble
un cle	ri fle	cra dle	sta ble	fee ble

66. DOUBLE INITIALS.—*FL* AND *FR*.

flag	flee	flute	free
flute	flap	flat	fret
fling	flesh	flash	frill
flock	flow	flake	front
freeze	fruit	frost	frown

67.—*GL* AND *GR*.

glow	grit	grave	grin
glass	grand	great	grind
globe	graft	green	grove
glide	glare	growl	gruff
glove	glean	greed	groin

68. MEMORY LESSON.

wheel	Like the star	shines
sway	That shines afar,	a far
round	Without haste	haste
	And without rest,	

Let each one wheel with steady sway
Round the task that rules the day
And do his best.

stead y	rules

69. DOUBLE INITIALS.—*DR.*

drag	draw	drill	drop
draft	drawl	drink	drove
drain	dress	drive	drown
drape	drift	drone	drug

70.—*TR.*

tray	trip	trust	tribe
tree	trot	truck	trash
trick	true	troop	truth
trim	trunk	trade	treat

71. MEMORY LESSON.

I cannot do much, said a little star,
To make the dark earth bright,
My silvery beam cannot pierce far
Into the gloom of night;
Yet I am a part of God's great plan,
And so I will do the best that I can.

earth	sil ver y	beam
gloom	bright	great
said	night	pierce

72. STORY WORDS.

costs
dolls
toys
mon ey
want
price
some
more

much
hur ry
coax
spend
wait
bread
bank
home

store keep er play things break fast

Ask the storekeeper how much this costs. I have some money in my bank. We will coax mamma to give us some more.

Now we must hurry home. They cannot have breakfast until we get there with the bread.

STEPS IN WRITING. §

73. LONG *O* WITH DOUBLE CONSONANTS.

bold	hold	bolt	yolk
cold	fold	colt	host
sold	gold	jolt	post
told	ford	both	porch
torn	fort	quoth	forth

74.—*QU.*

quack	quell	queer	quilt
quick	quill	queen	quince
quite	quote	quail	quaff
quart	quit	quaint	quoit

75.—*SQU.*

squab	square	squaw	squirm
squad	squash	squeeze	squeal
squall	squat	squirt	squeak

76. DOUBLE INITIALS.—*PL.*

place	plane	pledge	plume
plague	plank	plod	plump
plain	plate	plot	plus
plait	play	plow	plush
plan	please	pluck	ply

77.—*PR.*

praise	prick	print	proof
prance	pride	prism	proud
preach	priest	prize	prose
price	prince	prompt	prune

78. A PLEDGE.

We will not buy,
We will not make,
We will not use,
We will not take,
Wine, cider, beer,
Rum, whiskey, gin,
Because they lead
Mankind to sin.

wine cider beer
rum gin sin
whiskey be cause
lead al co hol
man kind
tem per ance

79. DOUBLE INITIALS.—*SK* AND *SW*.

skate	skiff	skulk	skunk
skein	skin	skirt	skull
sketch	skim	skip	skill
swan	swim	sweet	sweep
swine	sway	swell	swing

80.—*WH*.

whine	whole	whet	whoop
while	wharf	whisk	whirl
whip	whey	whose	wheat
white	whiff	whale	wheel
whack	whom	whim	whir

81. MIXED ENDINGS. §

elm	ends	herb	marsh
helm	sends	turn	charms
first	bulb	burn	storms
churn	earn	burst	farms
learn	thirst	harsh	judge

82. COASTING.

Al len
George
Ag nes
Har ry
Laura
Edith
Her bert
Ma bel

Vic tor Speed well Gem Queen

Herbert and the Victor are at the foot of the hill. The others we see. This is the way they pass their Christmas holiday. The coasting is capital. These young people have the promise of a sleigh-ride to-morrow if the weather remains fine.

oth ers	hol i day	sleigh
their	prom ise	coast ing
weath er	peo ple	re mains
Christ mas	young	to-mor row

83. DOUBLE INITIALS.—*SM* AND *SN*.

small	smell	smith	smut
smart	smite	smooth	smelt
smash	smoke	smooch	smote
snag	sneeze	snore	snug
snap	sniff	snout	sniff
sneer	snip	snow	snatch

84. MANHOOD TOWN.

By toiling and striving we reach that land,
A bit with the heart and a bit with the hand,
By climbing up the steep hill Work,
By keeping out of the wide street Shirk,
By always taking the weak one's part,
By giving one's mother a happy heart,
By keeping bad thoughts and actions down,
That is the way to Manhood Town.

toil ing	reach	tak ing	climb ing
striv ing	heart	shirk	keep ing
giv ing	street	weak	thoughts
al ways	ac tions	work	man hood

85. DOUBLE INITIALS.—*TW.*

twelve	twill	twin	twinge	twist
twig	twice	twine	twirl	twit

86. TRIPLE INITIALS.—*THR.* §

thrash	threat	three	threw
thread	throat	thresh	throw
thrush	thrice	thrive	thrust

87.—*SCR.*

scrap	scream	screw	scum
scrape	screen	scrip	scrub
scratch	screech	script	scribe

88. MEMORY LESSON.

Trip lightly over trouble,	troub le
Trip lightly over wrong,	wrong
We only make them double	
By dwelling on them long.	doub le
Trip lightly over sorrow,	sor row
Though this day may be dark,	though
The sun will shine to-morrow,	
And gayly sing the lark.	gay ly

89. WORD ENDINGS.—*TCH.*

catch	fetch	witch	stitch
hatch	retch	hitch	stretch
match	latch	pitch	wretch
crutch	notch	clutch	twitch

90. TRIPLE ENDINGS. §

length	month	eighth	sixth
strength	seventh	ninth	fifth
twelfth	eleventh	tenth	fourth
width	breadth	warmth	height
mirth	north	stealth	wealth
birth	depth	earth	north

91. MEMORY LESSON.

sup pose
break
whole
treat
head
eyes

Suppose, my little lady,
Your doll should break her head,
Could you make it whole by crying
Till your eyes and nose were red?
Then wouldn't it be pleasanter
To treat it as a joke,
And say you're glad 'twas Dolly's
And not your head that broke?

92. PEDLER'S GOODS.

tape
braid
thread
twist
cot ton
lin en
yarn
wors ted
knives

rib bon
but tons
studs
thim bles
em er y
clasps
whale bone
e las tic
scis sors

I will take four spools of white cotton, and one of linen thread; a paper of number eight needles, a piece of black binding braid, one dozen pearl buttons, and a card of agate buttons.

93.

knit ting need les
mend ing yarn
tape meas ures
cro chet need les
hooks and eyes
bast ing cot ton
shoe lac ings
cor set clasps

SENTENCE SPELLING.

1. I hear the dog yelp.
2. Yule-tide is Christmas.
3. A yawl is a boat.
4. It is rude to yawn.
5. I heard the gong sound.
6. Baby knew he should obey.
7. I like to feel the spray.
8. Listen to the plash of the waves.
9. Shall we say yelk or yolk?
10. Will you drape my scarf?
11. Here is some clay to mould.
12. We can ford the river.
13. How the wagon jolts.
14. Papa likes to pitch quoits.
15. See my pop-gun squirt water.
16. We are a squad of soldiers.
17. Please wind this skein of yarn.
18. Tulips grow from bulbs.
19. Here is a strong thong for a whip.
20. Take the key to your trunk.
21. They drove over in a barge.
22. This drink does not quench thirst.

SELECTED WORDS FROM TWENTY PAGES.

1 an gel	front	night	snatch
an kle	frock	num ber	scis sors
al ways	gown	o bey	screw
ag ate	groin	pierce	70 ton gue
blew	great	plait	thought
broth	gay ly	50 plaque	treat
break fast	hun dred	pledge	thirst
broil	30 hol i day	peo ple	troub le
be cause	hitch	prom ise	thread
10 coax	inch	peart	un til
cap i tal	jel ly	quaint	voice
climb ing	judge	quoit	whirl
drawl	knives	quart	wheat
drain	knew	queen	80 whey
dozen	key	quench	whole
every	learn	60 round	wrong
earth	leads	rules	yacht
eight	40 mead ow	sec ond	youth
eighth	min ute	shrink	yeast
20 ea gle	mouth	stead y	year
eyes	mo ment	sleigh	zeal
flew	mon ey	shirk	zinc

SECTION III.

94. GIRLS AND BOYS.

Ar thur	A da	Al lan	An na
Al fred	A my	An drew	Al ice
Al bert	Ag nes	A sa	Ab by

95. ABOUT FLOWERS.

We are the sweet flowers,
Born of sunny showers;
Think whene'er you see us
What our beauty saith.
We fill the air with fragrance
By our simple breath.

96. WILD FLOWERS.

but ter cup	dai sy
dan de lion	pop py
col um bine	clo ver
gol den rod	cow slip
	vi o let
	li ly
	rose
	as ter
	car di nal

97. OTHER FLOWERS.

i ris	al thea	gen tian	ver be na
li lac	cac tus	clem a tis	ox a lis
cro cus	tu lip	hol ly hock	hy a cinth
dah lia	pe o ny	mar i gold	daf fo dil

98. THE SOUND OF *A* IN *BAR*.

bar	barn	arch	ar bor
car	farm	march	ar mor
far	cart	dark	art ful
jar	tart	spark	dar ling
tar	yard	shark	mar tin

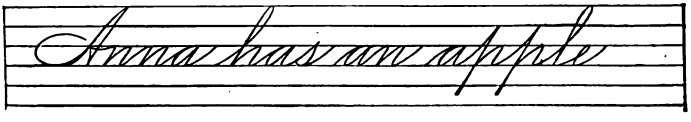
This sound is marked by two dots, thus: **cär.**

Pronounce: Ah! bah! ha! and then bar, car, barn, star.

Note.— When *r* is sounded rightly the tip of the tongue turns back like a hook. Do not fail to sound it in its place.

STEPS IN WRITING.

[*All the capitals will be found in later pages.*]



99. BY THE BROOKSIDE.

mead ows	mill dams	flats	reeds
marsh es	race ways	fells	rush es
pas tures	cas cades	bogs	fields
hill slopes	wa ter falls	vales	streams

What is it that the brooklets say?
Rippling onward day by day,
Sweet as skylark on the wing,
Ripple, ripple, thus they sing.
Never idle, never still,
Always working with a will.

100. A SOUND BETWEEN Ā AND Ä.

åsk	råft	gråsp	påss	tåsk
lath	graft	blast	chant	mast
past	shaft	slant	half	vast

101. THE BROAD SOUND OF *A*.

all	halt	want	wan
wall	malt	wart	warn
small	salt	war	ward
hall	bald	wand	warp
squall	scald	waltz	dwarf

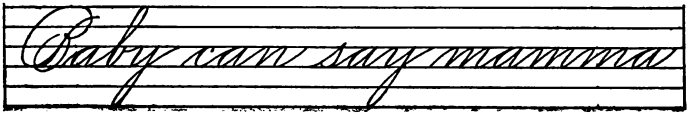
This sound is marked thus: **a̤ll.** [See page 6.]

102. IN THE FIELDS.

this tle	mul len	dock	milk weed
sor rel	balm	net tle	bur dock
bram ble	sweet flag	tan sy	ju ni per
plan tain	sax i frage	su mach	cat tails

103. GIRLS AND BOYS.

Bur ton	Clar ence	Blanche	Cla ra
Bas il	Dan iel	Brid get	Ce lia
Charles	Da vid	Bar ba ra	Do ra



104. GARDEN VEGETABLES.

cu cum ber	cab bage	squash
can ta loupe	cau li flow er	gourd
wa ter mel on	pars ley	pump kin

105.

to ma to	on ion	cel er y	kale
spin ach	rad ish	egg plant	let tuce

tur nip	car rot	o kra	as par a gus
par snip	en dive	cress	ar ti choke

106. HOW THEY ARE SERVED.

boiled	glazed	mashed	pu ree
steamed	sal ad	scal loped	soup
fried	pud ding	sliced	maigre
baked	suc co tash	raw	cro quets

107. GIRLS AND BOYS.

Ed ward	Fran cis	Edith	Fran ces
Ed mond	Fred e ric	El len	Flo ra
Ed win	Fe lix	Es ther	Flor ence

108. I CAN'T AND I CAN.

"I Can't" is a sluggard, too lazy to work;
From duty he shrinks, every task he will shirk;
No bread on his board, no meal in his bag,
His house is a ruin, his coat is a rag.

"I Can" is a worker; he tills the broad fields,
And digs from the earth all the wealth which it yields;
The hum of his spindle begins with the light,
And the fires of his forges are blazing all night.

ru in	board	work er	shrinks
du ty	wealth	spin dle	yields
la zy	slug gard	blaz ing	forges
broad	earth	ev er y	fields

109. THE SOUND OF *I* IN *BIRD*.

fir	shirr	quirk	shirk
first	girl	chirp	birch
third	stir	shirt	mirth
bird	dirt	birth	thirst

This sound is marked by the *wave*, thus: **fīrst.**

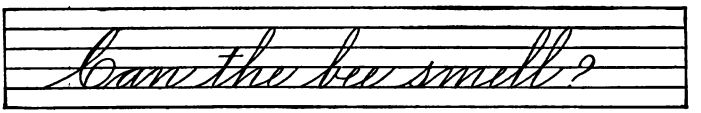
110. THE SAME SOUND.

hĕr	stĕrn	vĕrb	nĕrve	pĕrch
were	verse	term	jerk	germ
word	work	worm	worse	world

111. COMMON FRUITS.

peach
pear
ap ple
plum
green gage
quince
orange
a pri cot
cher ry

Con cord
Ca taw ba
Del a ware
Is a bel la

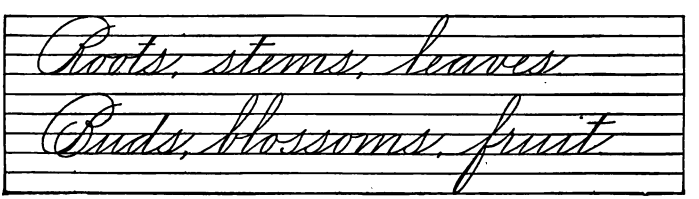


112. BELONGING TO PLANTS.

seeds	moss es	roots	spores
stems	grass es	fruit	ferns
vines	blos soms	leaves	lī chens
twigs	ce re als	fronds	al gae

We went for a picnic, and these were parts of what our teacher showed us. The lichens and club mosses were on rocks. The spores were on the under side of ferns. She called the fern leaves fronds. We looked at algae from the water through a microscope. They cannot be seen in any other way; all of them were very curious.

teach er	through	pic nic
mi cro scope	cu ri ous	any

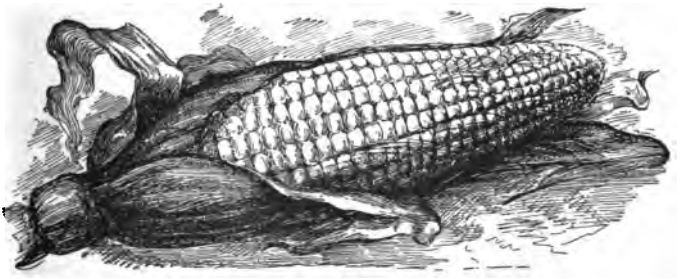


113. CEREALS AND GRASSES.

corn	oats	buck wheat	Tim o thy
wheat	bar ley	In dian	clo ver
grain	mil let	bul rush	su gar cane
maize	sor′ghum	witch grass	bam boo′

114.

husk	sheaf	husk ing	cob
ear	stalk	thresh ing	spike
pod	bun dle	shell ing	ker nel
flour	meal	grind ing	bolt ing



115. FORMS AND USES.

oat meal	bread	peo ple	fa ri na
wheat germ	mush	cat tle	tap i o ca
corn starch	pud ding	fowl	mac a ro ni
hom i ny	por ridge	swine	gra ham

116. DIPHTHONGS.—*OI.*

oil	join	moist	spoil
boil	void	hoist	broil
toil	coil	joist	point
soil	coin	foist	choice

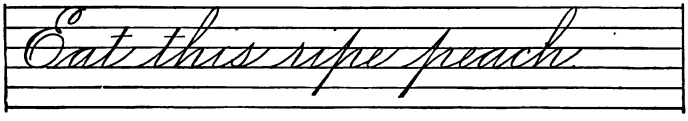
A diphthong is a union of two vowels. *oi* is made by joining short *o* with short *i*.

117. GIRLS AND BOYS.

Guy	Ger trude	Her bert	Hes ter
Ger ald	Grace	Hor ace	Hope
Gil bert	Gre ta	Hugh	Hul dah

118. DIPHTHONGS.—*OU.*

our	loud	bound	ounce
out	noun	sound	count
now	house	town	pouch
bow	rouse	owl	crouch
gown	trout	south	mouth
brow	cloud	mouse	stout



119. *U* AS IN *HURT*.

hûrt	bûrst	ûrn	cûrl
burn	churn	furl	nurse
turn	church	hurl	purse

ab surd re turn dis turb
tur tle fur nish mur der

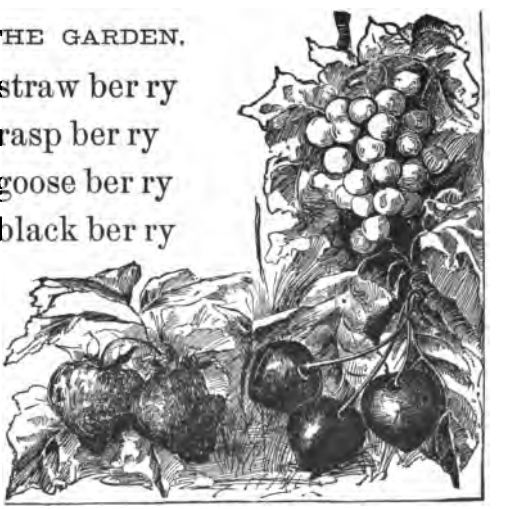
120. *A* AS IN *CARE*.

bâre	scâre	spâre	pâre
care	square	stare	flare
dare	share	mare	hare
fare	glare	rare	snare

121. FROM THE GARDEN.

beans
peas
beets
mel ons
cur rants
rhu barb
let tuce
po ta to
grapes

straw ber ry
rasp ber ry
goose ber ry
black ber ry



122. KINDS OF TREES.

oak	pine	ce dar	hem lock	wal nut
ash	spruce	ma ple	pop lar	wil low
elm	birch	beech	chest nut	lo cust

123. WORDS RELATING TO PLANTS.

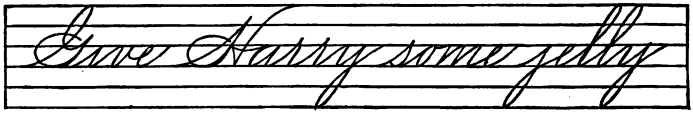
fo li age	scent	wreath	gar land
fra grance	o dor	flo ral	nose gay
flow er y	rus tic	sha dy	bou quet

124. FLOWERS.

four o'clock	cro cus	ver be na
morn ing glo ry	pan sy	glad i'o las
hon ey-suck le	bal sam	nas tur tium
he li o trope	pe tu nia	ge ra ni um

125. GIRLS AND BOYS.

I ra	Ju li us	I da	Jane
I saac	Jus tin	I rene	Ju li a
James	Jo seph	Is a bel	Ju li et



126. DIGRAPHS.—*AI* LIKE LONG *A*.

Two vowels, only one of which is heard.

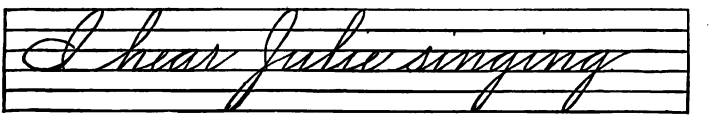
aid	bait	mail	wail	pain
aim	wait	sail	fail	gain
ail	paid	tail	nail	rain
jail	pail	rail	vail	vain
brain	chain	grain	stain	train

127. *EA* LIKE LONG *E*.

eat	sea	each	neat	meat
ear	bead	dear	veal	zeal
tea	beak	heat	year	lean
pea	beam	leaf	meal	reap

128.

cheap	wheat	reach	east
cheat	treat	preach	deal
speak	teach	yeast	peak
steam	peach	bleach	lead
sheaf	least	glean	seal



129. STORY OF THE APPLE.

Spell the new words.

One gay morning in the spring-time,
Little buds, green, pink, and white,
From the tender twigs out-reaching,
Softly opened to the light.

Each white blossom, rosy tinted,
Sat within a cup of green;
Rising whence, like fairy torches,
Golden stamens stood between.

Breezes came and kissed the blossoms,
Pleased their playfellow to be;
But at last, too rudely sportive,
Shook them, tore them from the tree.

Still the sturdy cups that bore them,
Kept their places on the stem,
And within their clasping bosoms
Bore they each a precious gem.

Pushing upward, warm and eager,
Now scarce larger than a pea;
Strove young apples, hard and bitter,
Ripened in the sun to be.

130. PARTS OF FLOWERS AND FRUIT.

peel	shell	clus ter	stig ma	bulb
rind	bud	fruit	style	tu ber
skin	blos som	o va ry	ker nel	ten drils

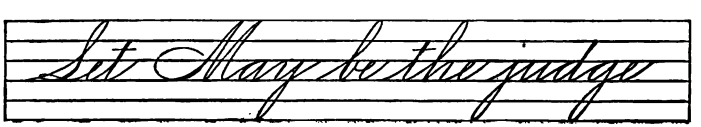
131.

pod	grain	nut	pet als	ca lix
stone	pome	cone	sta mens	se pals
ber ry	gourd	co rol la	stig ma	pis tils

The peach and plum are *stone* fruit.
The grape and currant are *berries.*
The apple and quince are *pomes.*
The squash and cucumber are *gourds.*

132. BOYS AND GIRLS.

Ken neth	Kath er ine	Mar ton	Ma ri a
Leon ard	Lu cy	Mau rice	Maud
Louis	Lau ra	Mich ael	Ma bel
Luth er	Lil i an	Mar cus	Mar tha
Luke	Lou ise	Mat thew	Mir i am



133. *IE* LIKE LONG *E*.

chief	niece	wield	friend
brief	piece	shield	fierce
field	yield	grief	thief
be lieve	cash ier	shriek	priest

134. *EA* LIKE SHORT *E*.

head	tread	zeal ous	thread
lead	meant	breast	dread
dead	breadth	death	stead
leath er	health y	wealth	bed stead
weath er	break fast	pleas ant	feath er

135. *AU* LIKE *A*.

sauce	fault	fraud	daub
ought	bought	thought	sought
fought	brought	wrought	nought
taught	caught	fraught	naught

136. *AU* LIKE *Ä*.

aunt	haunt	launch	flaunt
taunt	gaunt	staunch	laugh
jaunt	vaunt	haunch	laun dry

137. KINDS OF WORDS.

[Multiply examples of all the Parts of Speech.]

A noun's the name of anything;
As school or garden, hoop or swing.
Adjectives tell the kind of noun;
As great, small, pretty, white, or brown.

138.

Instead of nouns the pronouns stand;
Her head, his face, your arm, my hand.
Verbs tell of something to be done;
To read, count, sing, laugh, jump, or run.

139.

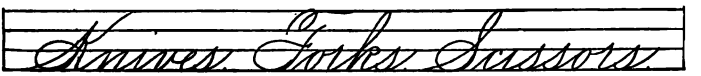
How things are done the adverbs tell;
As slowly, quickly, ill, or well.
They also mark the when and where;
As now, to-morrow, here, or there.

140.

Conjunctions join the words together;
As men *and* women, wind *or* weather.
The preposition stands before
A noun; as *in* or *through* a door.

141.

The interjection shows surprise;
As Oh! how pretty! Ah, how wise!
The whole are called nine Parts of Speech,
Which reading, writing, speaking teach.

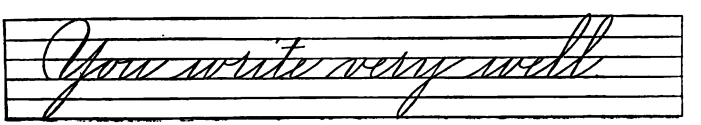


SENTENCE SPELLING.

1. We had scallopped oysters for lunch.
2. Soup maigre is made of vegetables.
3. The new maid fried rice croquets.
4. A spindle is used in weaving.
5. The blacksmith works at a forge.
6. The earth yields its wealth.
7. Diseases are often spread by germs.
8. We had Delaware grapes.
9. Sugar-cane and sorghum are grasses.
10. Is the beech tree near the beach?
11. Here is a button-hole bouquet.
12. The apple calix is called a sturdy cup.
13. The bedstead is made of chestnut.

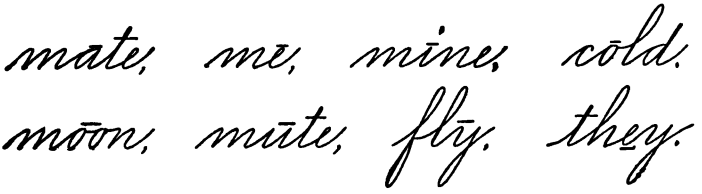
142. TO PRONOUNCE.

Lived, roved; rubbed, robed, warbled; shrubs, ribs, ebbs; cradled, huddled, pardoned, drudged, ruffled; mingled, begged, pledged, sparkled, trimmed, helped, yelped; longed, camped, jumped, dwelt; starched, worked, hurled, whirled; served, waved, seized, used, puzzled.



SECTION IV.

143. LONG VOWEL SOUNDS.



The mark for long vowel sounds is the *macron* (¯).

a wāke′	e rāse′	āch′ing	vā′cant
be have	es cape	ba con	cra zy
pa rade	for sake	ca ret	pave ment
dis grace	de face	has ty	man ger

144.

ē′den	fē′ver	mē′ter	Vē′nus
e ven	he ro	re bus	ze bra
e qual	re gard′	sen ior	ze nith
de cent	le gal	se vere′	ze ro

145.

ī′tem	kīnd′ly	rī′val	pī′lot
bi as	pi ous	ri pen	vi per
di al	qui et	si lent	wise ly
ci pher	ri ot	ti ny	wid en

146. CHOPPING WOOD.

axe
hatch et
block
wood
hard
soft
coal
ex er cise

saw
split
chop
pile
bring
knots
shav ings
wood shed

147. COPY.

Whatever work comes to your hand,
At home or at your school,
Do your best with right good will,
It is a golden rule.

148. ABOUT FIRES.

kind lings	heat	range	draught
match es	ash es	warmth	fire place
stove	cin ders	polish	cook ing

149. LONG VOWEL SOUNDS.

a līve	re cīte	in sīde	de sīre
re tire	o blige	de spise	re pine
en tire	de vise	po lite	re quire

150.

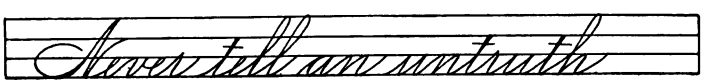
ō′cean	ō′gre	bō′nus	drō′ver
o pen	o mit′	brok er	fo cus
old est	o′val	co lon	fore see′
o dor	bo gus	co coa	gro′cer
ho ly	no tion	no tice	pro gram

151.

fo͞ol′ish	mo͞on′light	bo͞or′ish	tat to͞o′
cool ness	roost er	boo by	moo′dy
boo ty	root let	coo per	sham poo′

152. BOYS AND GIRLS.

Na hum	Pat rick	No ra	Pau line
Na than	Phil ip	Ol ive	Per sis
O wen	Paul	Or pha	Phe be
Ol i ver	Quen tin	Oc ta vi a	Pa tience



153. AT THE BAKER'S.

bread	tarts	pat ties	bis cuit
rolls	buns	crul lers	crack ers
cakes	gems	muf fins	turn overs
pies	snaps	cook ies	dough nuts

154. IN THE STORE.

flour	but ter	nut meg	rai sins
yeast	su gar	cas sia	cur rants
so da	milk	clove	cit ron
salt	lem on	mace	gin ger
va nil la	cream Tar tar	al mond	choc o late

155. ABOUT FOOD.

whole some	fresh	plain	well cooked
dain ty	neat	rich	reg u lar
del i cate	light	heart y	well served
strength en	nour ish	health	ap pe tite

156. COPY.

Take the open air, the more you take the better; follow Nature's laws to the very letter. Freely exercise, keep your spirits cheerful; let no dread of sickness make you ever fearful.

157. LONG VOWEL SOUNDS.

ū´nit	ū ṣurp´	flū´id	tū´nic
u ṣage	pu´pil	du ty	stu pid
use ful	bu reau	mu sic	su et
tu mult	cu bit	tu mor	stu dent

158.

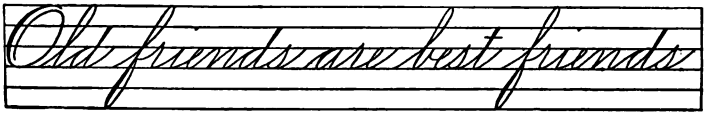
ex cūse	en dūre´	mi nūte´	re fūse´
re duce	cos tume	dis pute	ex clude
pre sume	a buse	a muse	ob tuse

159.

thēy	de nȳ´	re lȳ´	de fȳ´
o bey´	re ply	sat´is fy	no´ti fy
whey	hy´dra	ver i fy	grat i fy
con vey´	es py´	rec ti fy	mod i fy

160. GIRLS AND BOYS.

Ruf us	Ruth	Seth	So phi a
Ralph	Ra chel	Sam u el	Sus an
Rob ert	Ros a mond	Steph en	Se li na



161. BOYS AT PLAY.

ag ates	tricks	quoits	jack straws
al leys	mar bles	mag ic	hock ey
ten pins	clap pers	puz zles	foot ball

162. FORMS OF PLAY.

run ning	wrest ling	boat ing	fish ing
leap ing	bowl ing	gun ning	stilts
vault ing	camp ing	hunt ing	horse back

163. WORD FORMS.

look.	looking.	looked.
stop.	stopping.	stopped.
give.	giving.	given.

I have been *looking* for you.

Where did you *look*? I *looked* everywhere but here.

164. SHORT VOWEL SOUNDS.

băt, mĕt, hĭt, hŏt, cŭt, fo͝ot, bab͡y.

The mark for these short sounds is the *breve* (˘).

căt′tle	mĕt′al	hĭd′den	hŏn′or
bat tle	fet lock	mit ten	rot ten
mat in	wed ding	wit ty	bot tle

165.

cŭn′ning	wo͝od′en	sym′bol	măg′net
pun ish	good ness	sys tem	rib bon
cup ful	wool len	crys tal	mus ket

Sound.	166. COPY.
-ts	Rosy tints on flowers and trees,
-nds	Winds that wake the birds and bees,
-rs	Dewdrops on the flowers and lawns,—
-ns	This is the way that morning dawns.
-ks	Gold on brooks and grass and leaves,
-ves	Mists that melt above the sheaves,
-sts	This is the way the sun comes up.
-mes	Vine and rose and buttercup,—

167. GIRLS' WORK AT HOME.

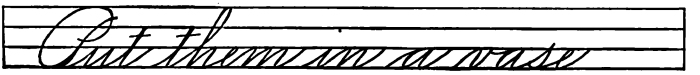
sew ing	cro chet	cook er y	fit ting
knit ting	out line	house work	drap ing
tat ting	wor sted	iron ing	mend ing

168. GIRLS AT PLAY.

Grace hoops	field
Bat tle door	court
Shut tle cock	wick ets
Hop scotch	mal lets
Arch er y	rack ets
Cro quet	wands
Ten nis	balls
Hunt the slip per	hoops
Blind man's buff	ar rows
I spy Tag	dumb bells

169. NAMES.

The re sa	Vi o let	The o dore	Wal ter
U na	Vic to ri a	Thom as	Will i am
Ur su la	Win i fred	Vi vi an	Zu ry



1 2 3 4 5 6 7 8 9

I V X L C D M

I *one*	XI *eleven*	XXX *thirty*
II *two*	XII *twelve*	XL *forty*
III *three*	XIII *thirteen*	L *fifty*
IV *four*	XIV *fourteen*	LX *sixty*
V *five*	XV *fifteen*	LXX *seventy*
VI *six*	XVI *sixteen*	LXXX *eighty*
VII *seven*	XVII *seventeen*	XC *ninety*
VIII *eight*	XVIII *eighteen*	C *one hundred*
IX *nine*	XIX *nineteen*	D *five hundred*
X *ten*	XX *twenty*	M *one thousand*

Read MDCCCLXXXIX.

170. MONEY.

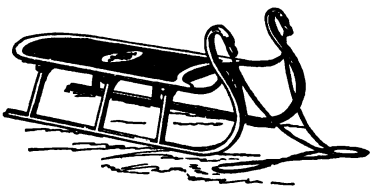
mill	ea gle	sil ver	bank note
cent	cop per	purse	pos tal note
dime	nick el	quar ter	pock et-book
dol lar	gold	half-dol lar	change

$8. Eight dollars. $8.00

171. AT THE MARKET.

beef	mut ton	steak	corned
ham	lamb	roast	smoked
pork	ven ison	chops	dried
veal	poul try	slice	pickled

172. IN A TOY STORE.

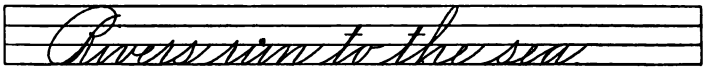
balls			tools
whips			dish es
hoops			whis tles
blocks			games
tea sets	bal loons	lan terns	carts
an i mals	skates	sleds	wag ons

173. AT THE CONFECTIONER'S.

taf fy	car a mel	sticks	a cid drops
tab lets	creams	mixed	pep per mints
paste	loz en ges	chips	cough drops

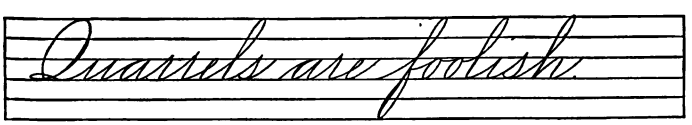
174. ABOUT FOOD.

vict uals	waf fle	cus tard	a bun dance
pas try	sal ad	sand wich	plen ty
chow der	syr up	sir loin	scar ci ty
cheese	sauce	co coa	ex pen sive



REVIEW.

axe	eighty	o blige	tab lets
al mond	ex pen sive	a gree	tu mult
a cid	fore see	pi ous	u sage
ap pe tite	fet lock	purse	u surp
a bun dance	gro cer	poul try	Ve nus
bis cuit	hy dra	qui et	ven ison
bu reau	health	re quire	vault ing
ca ret	hon or	rai sins	vict uals
cin ders	i tem	reg u lar	ver i fy
cup ful	iron ing	sen ior	va nil la
co coa	knots	sy rup	wool len
cro chet	knit ting	sir loin	wi den
de cent	lan tern	stu dent	whole some
draught	mag ic	sal ad	wrest ling
dis grace	ma cron	sys tem	whey
dain ty	nour ish	sheaves	ze bra
ex er cise	no tice	se vere	ze ro
es py	o cean	taf fy	ze nith



SENTENCE SPELLING.

1. I can't skate till my heel heals.
2. The hole is not wholly covered.
3. Will you loan me your hoop?
4. I had as lief be alone.
5. The prize was a pair of plain bracelets.
6. I rapped at his door.
7. Did you get the mail?
8. What ails that man? He has taken ale.
9. He bade me good morning.
10. You did not seal the letter.
11. See that fly on the ceiling.
12. Eight dollars is due me to-day.
13. I earned it making a veil.
14. This is crimson dye. I am going to color an urn.
15. Grate the chocolate; it will be a great deal nicer.
16. Can you knead bread? Of course I can. Every well-bred girl needs to know how to do that.
17. Have you seen my fur collar? No, but I was told you had one.

SECTION V.

175. NATURE.

fields
for ests
gar dens
farms
ar bors
grot toes
thick ets
haunts

or chards
vine yards
plan ta tions
har vests
na ture
fo li age
shrub ber y
veg e ta tion

176. SEASONS, MONTHS, AND DAYS.

Spring Sum mer Au tumn Win ter

Jan u a ry Feb ru a ry March
A pril May June
Ju ly Aug ust Sep tem ber
Oc to ber No vem ber De cem ber

Jan. Feb. Mar. Apr. May June
Jul. Aug. Sept. Oct. Nov. Dec.

Sun. Mon. Tues. Wed. Thurs. Fri. Sat.

177. OTHER VOWEL MARKINGS.

cär, åsk, cȯme, cȧre,
thêre, fôr, pûrr, her, sīr,
whạt, cạ̤ll, pụll, rụ̤le, dọ̤.

cär′pet	fä′ther	ci gär′	a lärm′
far mer	har vest	re gard	de bar
dar ling	har ness	a far	re tard
bar ley	bar ber	de part	re mark

178.

plȧs′ter	lȧst′ly	re pȧst′	so′fȧ
ras cal	mas ter	sur pass	chi na
pas ture	af ter	ad vance	com ma
raf ter	cas ket	con trast	e nig′ma

179.

Mȯn′day	nȯth′ing	brȯth′er	a bȯve′
moth er	com fort	oth er	a mong
month ly	mon ey	doz en	be come
won der	col or	hon ey	un done

180. BIRDS.

quail
pig eon
grouse
dove
pheas ant
swan
goose
duck

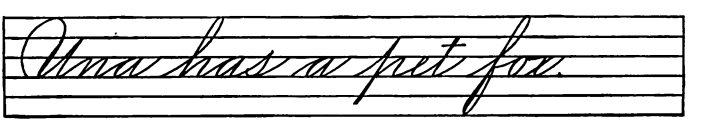
pea cock
par tridge
par rot
cuck oo
swal low
spar row
lin net
mar tin

181.

os trich	hawk	wood peck er	wren
i bis	bob o link	king fish er	owl
ea gle	ca na ry	rob in	crow

182.

câre′ful	fâr′ing	be wâre′	gâr′ish
pa rent	scarce ly	pre pare	hare bell
dar ing	pray er	de clare	star ing
bare ly	rare ly	en snare	char y



183.

sail or		ca noe
pi lot		do ry
schoon er		yacht
voy age		sloop
com pass		berth
lee ward		cab in
star board		an chor
wreck		wharf

184.

per form′	en dorse′	for′mer	hor′net
as sort	in form	mor sel	re cord
ŭr′chin	sŭr′name	ab sŭrd′	cŭr′dle
tur tle	mur mur	dis turb	bur dock
fur ther	sur ly	re turn	un furl
fur nish	sur plus	de mur	bur nish

185.

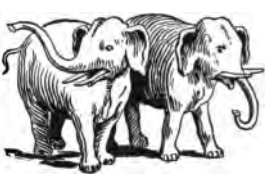
hẽr′mit	con cẽrn′	cĭr′cle	vĭr′tue
ser vant	pre fer	dir ty	thirs ty
mer cy	de fer	fir kin	cir cus
her self′	in sert	gir dle	birth day

186.

ạl most	swạp	scạl lop	wạsp
ạl ways	swạmp	squạn der	swạn
pạl sy	squạd	wạr fare	wạd
ạl so	squạt	wạl let	wạnd

187.

el′e phant
rhi noc′e ros
cam el′o pard
hip o pot′a mus



hy e′na
go ril′la
ba boon′
quad′ ru ped

188.

pụl′let	prụd′ish	rụ′mor	un dọ′
pul pit	pru dent	tru ly	re move
bush el	bru tal	fru gal	im prove
bul let	cru el	dru id	re prove

189. VEHICLES.

bug gy	wag on	pha e ton	tri cy cle
coach	om ni bus	ba rouche′	ve loc i pede
sleigh	car ry all	coupé	bal loon
pung	car riage	bi cy cle	am′bu lance

190.

deer
stags
ox en
sheep
elks
cam els
rein deer
llä ma
roe buck

horse
ze bra
don key
mule
swine
boar
ta pir
buf fa lo
gi raffe

191.

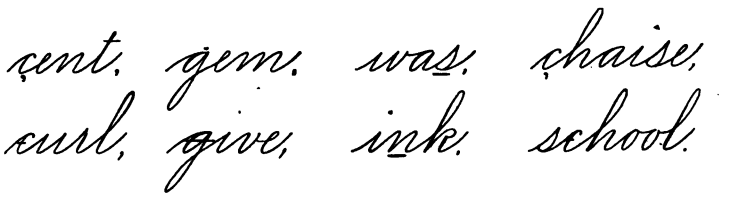
squir rel	Guinea-pig	mouse	kan ga roo
bea ver	wood chuck	hare	o pos sum
rab bit	por cu pine	jer boa	musk-rat

192.

li on	bear	ot ter	mas tiff
ti ger	bad ger	wea sel	span iel
pan ther	wolf	mar ten	ter ri er
leop ard	jack al	sa ble	grey hound

Dogs Foxes Oxen

193. CONSONANT MARKINGS.



cen′tre	de′cent	a′cid	ceil′ing
cin der	fan cy	par cel	cen tral
ci pher	con cert	can cel	cel e brate
cem ent	cer tain	civ il	cit i zen

194.

cam′phor	car′ol	comb	ca lam′i ty
com fort	cus tom	cop′y	cal′cu late
cap tain	cap ture	cough	cap i tal
col umn	cau tion	cruise	cal en dar

195.

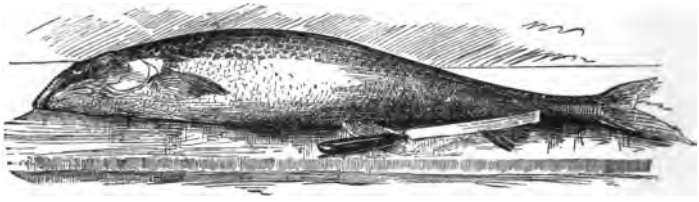
gen teel′	gi′ant	en gage′	o blige′
gen′e ral	gin ger	vil′lage	man′age
gen tian	gyp sy	mes sage	cour age
gait	guil ty	growth	ga zelle′
gape	groin	gov ern	gal lant
gear	grot to	giz zard	gam bol

196. THE HARD SOUND OF *S*.

ea′sy	re side′	so′fas	a muse′
flim sy	re solve	box es	re fuse
jer sey	re sign	views	ad vise
mus lin	rea′son	prices	car′goes

197. IN BROOKS AND SEAS.

whale	perch	her′ring	pick′er el
dol phin	trout	had dock	mack er el



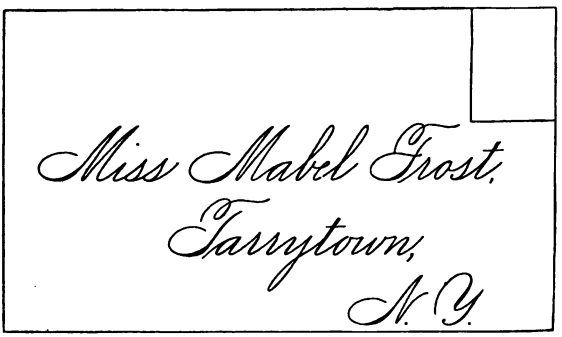
por poise	roach	sal mon	hal i but
shark	carp	min now	stur′geon

198.

can′ker	anx′ious	wrin′kle	cha rāde′
an chor	mon key	lan guid	ma chine
ban quet	trin ket	chaise	Char′lotte
cho′rus	chris′ten	chol′e ra	scheme
chem ist	Christ mas	choir	schoon′er

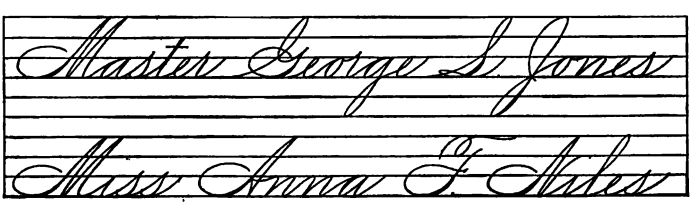
199. LETTER-WRITING.

pen	pa per	ad dress	ci ty
ink	en vel ope	post age	state
pen cil	stamp	town	coun try



200. TITLES AND ABBREVIATIONS.

Mrs. T. B. Aldrich.	Capt. Mayne Reid.
Mrs. Frances H. Burnett.	Col. T. W. Higginson.
Miss Louise M. Alcott.	Gen. U. S. Grant.
Rev. John Hall.	Hon. Hannibal Hamlin.
Prof. Asa Gray.	Dr. O. W. Holmes.



Belmont, June 10, 1889.

Dear Auntie Em,

Papa is having a garden made in a new place. It is over by the upper pond. Ernest is going to have a little garden of his own there. He is going to plant vegetables. Mamma and I can have a corner of the garden for flowers if we like.

What do you think we had better plant?

Mamma says I may ask you to send me some seeds, if you have any after your garden-beds are made.

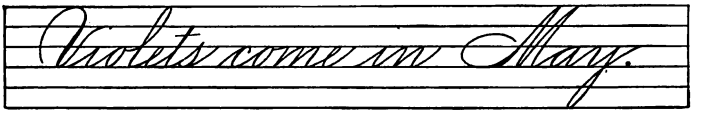
Your loving niece

Marion.

FROM THE DICTIONARY.

WORDS FROM TEN PRECEDING PAGES.

Ad vance′, *to go forward.*
Băn′quet, *a rich feast.*
Brū′tal, *savage, cruel.*
Bûr′nish, *to polish.*
Châ′ry, *cautious.*
Civ′il, *polite, courteous.*
Dru′id, *an ancient priest.*
En′vel-ope, *a cover.*
Flĭm′sy, *weak, vain.*
Frū′gal, *saving.*
Gâr′ish, *dazzling, showy.*
Gal′lant, *brave, polite.*
Haunts, *places for resort.*
Her′mit, *one who chooses to live in solitude.*
In sẽrt,′ *to set within.*
Lăn′guid, *drooping, feeble.*
Prūd′ish, *precise, formal.*
Pẽr fôrm′, *to do.*
Prū′dent, *careful, frugal.*
Re tärd′, *to hinder, or delay.*
Re sīgn′, *to give up.*
Rū′mor, *a flying report.*
Slän′der, *false report.*
Sûr pass′, *to exceed.*
Squạn′der, *to waste.*
Trĭn′ket, *a jewel of little value.*
Wạl′let, *a pocket book; a bag.*
Wạnd, *a staff for authority.*



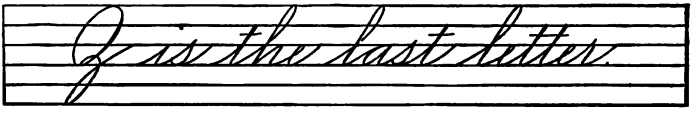
SENTENCE SPELLING.

1. Last week Monday we had one session.
2. My berth in the yacht has coarse cotton covers.
3. I need some blue crewel to work berries.
4. I can scull the boat with one oar.
5. Juliet's cousin has a suite of rooms.
6. I had a scent bag sent me.
7. Get some bread and some beefsteak.
8. I fixed my boot with an awl.
9. Mamma is at the Isle of Shoals.

REPEAT.

small eyes . small lies	keeps pies . keep spies
attend to . a ten to	an aim . . . a name
some ice . . some mice	my axe . . my acts
ice cream . I scream	your age . . your rage

England's sun was slowly setting.
Amid the mists and coldest frosts.
The storm o'er the ocean blew furious and fast.
A hideous giant, horrible and high.
The low wind dwindled to a whisper low.



201. WORD FORMS.

dark, darker, darkest.
fine, finer, finest.
little, less, least.
good, better, best.
happy, happier, happiest.

an gry	few	kind	odd	true
bus y	free	lame	proud	ug ly
clean	grand	long	queer	vain
dain ty	high	mad	rough	warm
eas y	juic y	neat	slow	wise

Note. — Write the three forms for each word.

202. PARTS OF HUMAN BODY.

nos′trils	skel′e ton	mus′cles	beard
knuc kles	ver te bra	bow els	wrist
pal ate	ab do′men	ar te ries	bo′som
shoul der	stom ach	cra ni um	waist

203. A YOUNG NATURALIST.

search
catch
net ting
han dle
hook
glass
cov er
e ther
stem

head
tho rax
ab do men
knobs
horns
feel ers
joints
jaws
claws

204.

bees	wasps	hor nets	mos quĭ toes
moths	ants	bee tles	but′ter flies
flies	fleas	spi ders	grass′hop pers
gnats	lice	crick ets	ka′ty dids
worms	slugs	lo custs	glow worms

205.

stripes	nec′tar	fac′ets	dis like′
scales	pol len	spe cies	poi′son
col ors	per fume	vel vet	an noy′

206. BELONGING TO DRESS.

bon′net	trou′sers	wool′len	mus′lin
cloak	gai′ters	wors ted	mer i′no
man′tle	sus pen′ders	al pa′ca	ging′ham
a′pron	o′ver coat	sat′in et	cal′i co
pō lo naise′	blouse	broad′cloth	vel′vet

207. BELONGING TO INSECT LIFE.

chrys a lis		fur ry
lar va		hair y
pu pa		wool ly
co coon		silk y
rings		horn y
claws		greed y
jaws		pret ty

[See p. 112.]

208. FOR CORRECTION OF ERRORS.

merry *early* *lovely*

elbow *oppen* *feal*

209. THE CRAB.

"Why do you walk so one-sided, my son?" asked the crab. "It is awkward and unbecoming. If you wish to make a good appearance, go straight forward."

ap pear′ance
un be com′ing
prom′ise
pre′cept
for′ward
straight

awk′ward
one-sid′ed
ex am′ple
re plied′
al′ways
young

"What you say is quite true," replied the young crab. "If you will but show me how, I will promise always to do as you wish."

The mother tried to do so, but in vain.

Example is better than precept.

210. FOR FURNISHING.

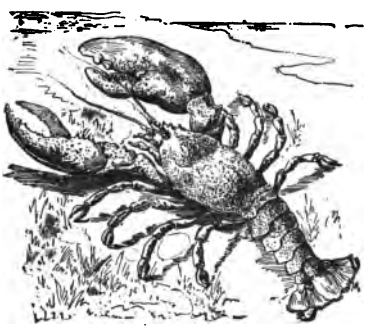
car′pet	pi an′o	so′fa	bu′reau
tap es try	mir′ror	chair	bed stead
Brus sels	dra′per y	ea′sel	com mode′
drug get	ot′to man	bric′a brac	lounge

211. RELATIONS.

un cle	fath er	wid ow	daugh ter
aunt	moth er	wid ow er	fam i ly
cous in	sis ter	hus band	friends
niece	broth er	par ents	kin dred
neph ew	chil dren	or phans	rel a tives

212.

crab
lob ster
craw fish
snail
shrimp
slug
sand fleas



lim pet
prawn
clam
qua haug
oys ter
bar na cle
whelk

213. PLACE AND TIME.

a bout	be low	while	yon der
a bove	be yond	when ev er	be tween
a cross	dur ing	hith er	op po site
a mong	tow ard	thith er	ov er head
a round	to geth er	out side	any where

214. WORD ENDINGS.

mo tion	auc tion	man sion	pos ses sion
no tion	por tion	mis sion	pro fes sion
sta tion	junc tion	pas sion	sus pen sion
ac tion	cau tion	pen sion	per mis sion
fic tion	men tion	ten sion	com pul sion

215. NATURE.

sea ur chin
star fish
me du sa
jel ly fish
cor al
sea fan
a nem′o ne

hy dra
mon ads
pol ўps
spon ges
al ga
al gae
sea pen

216. PARTS OF HUMAN BODY.

limbs	palms	lungs	veins	in step
knees	throat	heart	brain	el bow
thighs	breast	pulse	spine	ton sil

217. RELATING TO MUSIC.

pi än′o
or gan
vi o lin
gui tar
zith er
harp
cla ri o net′
mel o′de on
har mon′i ca
ac cor′di on

songs
du ets′
so los
cho rus
trï o
quar tette′
march
waltz
pol ka
ẹ′tude

218.

mel o dy	dou ble	oc tave	al to
har mo ny	tri ple	ten or	bu gle
clef	quad′ru ple	bass	cor net
staff	or′ches tra	so prä′no	ban jo

219. WORD ENDINGS.

loy al	rus tic	fig ure	sal a ry
roy al	mu sic	fut ure	ro sa ry
na tal	trag ic	nat ure	pri ma ry
fes tal	frol ic	stat ure	li bra ry
vi tal	fran tic	verd ure	boun da ry

220. SILENT LETTERS.

limb	crumb	knit	kneel	knee
dumb	thumb	knot	knack	knell
numb	plumb	knob	knock	knife

221. WAYS OF DOING.

qui´et ly	quick´ly	prompt´ly	sly´ly
si lent ly	slow ly	brave ly	gent ly
noi si ly	tim id ly	mod est ly	odd ly
o pen ly	bold ly	ear nest ly	queer ly
se cret ly	rough ly	pret ti ly	deft ly

222. TIMES OF DOING.

of ten	rare ly	nev er	sel dom
to day	to night	to mor row	yes ter day
al ways	some time	di rect ly	pres ent ly
dai ly	hour ly	week ly	year ly

223. RELATING TO MOUNTAINS.

moun tains
rang es
heights
sum mit
val leys
ra vines
gorg es
spurs
gul leys

cat′a ract
prec i pice
av′a lanche
vol ca′no
pe des′tri an
rec re a′tion
earth quake
weath er
in di ca′tions

Little by little the great rocks grew,
Long ago when the earth was new;
Slowly and silently, stately and free,
Cities of coral under the sea,
Little by little are builded, while so
The new years come and the old years go.

224.

storms	gran ite	gems	tor na do
me te ors	quartz	crys′tals	whirl′wind
clouds	boul ders	light ning	bliz zard
tor rents	caves	thun der	fresh et

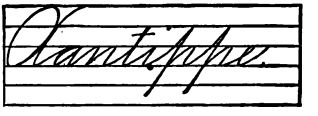
225. THE APOSTROPHE.

Mary's apron. *Fred's coat.*
Tom's collar. *Lou's sack.*
Ned's vest. *Baby's shoe.*

Jimmy's doves. My mother's leave.
The baby's shoe. Your uncle's house.
Our dog's collar. Their brother's wife.

Keep thy tongue from evil, and thy lips from speaking guile.

The pony's name is Xantippe.



226. ABBREVIATED FORMS.

I've	O'er	Aren't	It's
You've	There's	Isn't	'Tis
Can't	Here's	'Twas	He'll
Won't	Shouldn't	You'll	They'll
Don't	Doesn't	Let's	Hadn't

227. RELATING TO CHURCHES.

chap el	ves´ti bule	arch	tur´rets
ed´i fice	cor´ri dor	aisle	tow er
ca the´dral	col´umns	nave	spire
con gre ga´tion	tran´sept	porch	bel fry
wor ship	pul pit	al tar	stee ple

ser vice	an them	mat ins	ves try
ser mon	ves pers	par ish	sex ton
preach er	vol un ta ry	pas tor	dea con
bish op	lay man	priest	chime

228. WORD ENDINGS.

ca´pa ble	eat´a ble	sen´si ble	ed´i ble
cu ra ble	prob a ble	ter ri ble	pos si ble
du ra ble	syl la ble	hor ri ble	vis i ble
pay a ble	suit a ble	flex i ble	leg i ble

229. IN A SICK ROOM.

ill ness
dis ease′
in va lid
ac ci dent
dis tem per
ep i dem′ic
ma la′ri a
con ta′gion
mea sles
pa tient

nurse	chills	gru el	phy si′cian
doc tor	faint ness	dain ties	med′i cine
fe ver	phys ic	a gue	al lop′a thy
cough	nau sea	ab scess	ho me op′a thy

230. WORD ENDINGS.

de coc′tion	fa mil′iar	cor′dial	del′i cate
di ges tion	pe cu liar	bril liant	ob sti nate
vex a tion	his to rian	li bra′ri an	fort u nate
ex cep tion	ma gi cian	mu si cian	grad u ate

231. WORD ENDINGS.

a'mi a ble	vis'i ble	del'i cate	so ci'e ty
a gree'a ble	fus i ble	tol er ate	va ri e ty
de sir a ble	flex i ble	o pi ate	tim id i ty
a void a ble	pos si ble	cel e brate	anx i e ty
es'tim a ble	fal li ble	con se crate	e ter ni ty

232. RELATING TO HOUSE BUILDING.

cot tage
vil la
man sion
pal ace
Queen Anne
res i dence
ve ran da
pi az za
bal co ny

mod ern con ven i ent spa cious el e gant

thresh old	cham ber	pan try	ceil ing
par lor	kitch en	base ment	man tel
clos et	cel lar	porch	cor nice
cup board	at tic	laun dry	al cove

233. BELONGING TO PRINTING.

com pos i tor com pos ing stick man u script
type set ter im pos ing stone proof read er
proof sheets shoot ing stick ster e o type

type mal let
cas es plan er
spac es books
lĕads pa pers
slides let ters
bod kin cir cu lars
cap i tals bill heads
i tal ics pos ters
up per case no ti ces
low er case pic tures

ink press rol lers bind ing cov ers

234. BOOKS.

sto ries ro mance
text books tales
mu sic po e try
fic tion bal lads

mag a zines ser mons lect ures ad dress es

235. BELONGING TO ART.

art ist
sculp tor
paint er
can vas
ea sel
pal ette
nat ure
scen er y
um brel la

sketch
por trait
cray on
chro mo
pho to graph
lith o graph
en grav ing
wa ter col or
per spec′tive

236. COLOR EFFECTS.

pur ple	scar let	um ber	var nish
or ange	vio let	or ange	shel lac′
crim son	mauve	chrome	tur pen tine

eb′on y	ma hog′an y	bronze	ma ple
wal nut	rose wood	se pi a	red wood

237. TOOLS AND UTENSILS.

scythe	au ger	pin cers	crow bar
ra zor	an vil	twee zers	pick axe
knife	chis el	scis sors	shov el
wedge	gim let	wrench	hand saw

FROM THE DICTIONARY.

TO EXPLAIN WORDS PREVIOUSLY USED.

Ar′ter ies, *tubes which carry blood from the heart.*

Al′ga ; al′gae, *tiny plants.*

Av′a lanche, *snow, ice, or earth rolling down a mountain-side.*

Brĭc′a brac, *articles of ornament in a room.*

Bōwl′der, *a large stone.*

Bŏd′kĭn, *a printer's tool for picking out letters set in type.*

Chrȳs′a lis, *the state of the caterpillar when in the cocoon.*

Că thē′dral, *a principal church.*

Con tā′gion, *the spreading of disease by contact.*

E′tude, *a composition for study, as in music.*

Ed′ĭ fice, *a building.*

Ep i dĕm′ic, *a prevailing disease.*

Hȳ′dra, *one of the simplest water-animals.*

Lĕads, *in printing, thin plates placed between the lines of letters.*

Mŏn′ad, *an atom ; a minute animal.*

Me dū′sa, *the jelly-fish.*

Mē′te or, *an appearance in the atmosphere ; a shooting star.*

Mă lā′ria, *bad air, like that of marshes.*

Nāve, *the body or main part of a church.*

Nau′sea, *sickness with tendency to vomit.*

Pe dĕs′tri an, *one journeying on foot.*

Pa′tient, *one under the care of a physician.*

Scŭlp′tor, *a carver in wood or stone.*

Vĕs′ti bule, *the porch or entrance.*

Vŏl′ŭn ta ry, *music at the opening of service.*

Vĕs′pers, *evening song.*

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